

ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF STUDENTS AT HIGHER SECONDARY LEVEL

B. Kanakavalli

Principal, P.K.D. College of Education, Pollachi.

Dr. S. Rajaguru

Associate Professor, Sri Ramakrishna Mission Vidyalaya College for Education (Autonomous),
Coimbatore.

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ABSTRACT

So-called intelligence and the academic success are not viewed as the same way they were viewed before. The new theories on emotional intelligence and multiple intelligence have been introduced and are gradually replacing the traditional theories. Due to the globalization of the education, heavy competition prevails and students are striving hard to set their carriers suffering from emotional and adjustment problems. To address this issue in the educational system, the investigators attempted to study the emotional intelligence and academic achievement of the higher secondary students. The present study found a strong positive relationship between emotional intelligence and academic achievement of the higher secondary level students. Further it was investigated that the level of academic achievement of the student is found to be highest among the students who possesses high emotional intelligence than the students who have medium level of emotional intelligence and low level of emotional intelligence.

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INTRODUCTION

We are in the 21st century the intelligence and success are not viewed the same way they were viewed before. We educate students with one main objective in mind: their success. What is measure of success? Is it only a strong scientific mind? No. It was in the past, but now some fundamental new theories of intelligence have been introduced and are gradually replacing the traditional theory. The individual has become the center of concern, not only his/her reasoning capacities, but also his creativity, emotions, and interpersonal

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skills. The multiple intelligences theory has been introduced by **Howard Garden (1983)** and Emotional intelligence theory by **Baron (1988), Mayer and Salovey (1990) and Goleman (1995)** thus, we say that success depends on several intelligences and on the control of emotions too. So called intelligence alone is no more the measure for success, it only counts for 20% and the rest goes for emotional and social intelligences.

In the present Scenario, School Students are facing a lot of difficulties in their lives. These difficulties give rise to many psycho- somatic problems such as anxiety, tensions, and frustrations. These emotional upsets may hamper further progress of the students. Due to globalization, urbanization, there is increase in the number of jobs and heavy competition. There is also a rapid conversion of joint family system to nuclear family system in which majority of mothers is in job along with their spouses due to economic stress. As a consequence of which children are becoming more and more lonely and growing emotionally dwarf.

The teacher has to create emotional atmosphere in the class rooms. For instant, Students' unrest, rates of teen's suicides, drug addiction and broken families are the some of the examples and efforts to be made in our educational institutions to develop emotional intelligence in students. In this situation, the emotional intelligence is an imperative construct in the field educational psychology.

1.2. Title of the Problem

Academic Achievement and Emotional intelligence of students at Higher Secondary Level

1.3. Objectives of the Study

1. To study the EIQ (Emotional Intelligence Quotient) and academic achievement of the higher secondary students.
2. To study the significant difference if any in the EIQ of the higher secondary students with regard to their background variables such as gender, locality of the schools, type of school management and major subject selected by the students.
3. To study the significant relationships if any in the EIQ and academic achievement of students at higher secondary level.

METHODS

Descriptive survey method was used as a technique in the present study. The present study is descriptive because an attempt has been made to study the emotional Intelligence and Academic Achievement of the students.

2.1 Sample for the study

In this study stratified random sampling technique was used. A sample of 1000 higher secondary standard Boys and Girls students from government, government-aided and matriculation schools were taken from various higher secondary schools situated in urban and rural areas of Coimbatore district.

Table 1: Sample Distribution

Categories		No. of students		%
Type of School	Government	Boys	175	51.5
		Girls	165	48.5
	Aided	Boys	160	48.5
		Girls	170	51.5
	Matriculation	Boys	159	48.18
		Girls	171	48.81

Categories		No. of students	%
Major subject / discipline	Arts	489	48.9
	Science	511	51.1
Locality of the school	Rural	506	50.6
	Urban	494	49.4

2.2 Variables of the Study

In this study the investigator considered academic achievement of the students as dependent variables. The emotional intelligence, gender (Boys/Girls), locality of school (Rural/Urban) type of management of school (Government/Aided/Matriculation), and subject specialization (arts/science) of the students were considered as independent variables.

2.3 Tool Used For the Study

The following tools were used in this study.

- Emotional intelligence questionnaire for students. (developed by Anukool Hyde, Sanjayot Pethe, Upinder Dhar (2001)

The tool used in the study is already standardised by the author. For better result, the investigator re-established the reliability and validity by using test re-tests method and through jury opinion. For better understanding of the sample, the investigator used proforma sheet to gather background information of students.

2.4 Data Collection Procedure

Getting the necessary permission from the school authorities, the investigator met the teachers, students in their class room and explained them about the tests. After clearing the doubts of the teachers as well as the students about the test, the investigator distributed EIQ questionnaire to the students. The investigator administered the test efficiently and collected the test paper from the students. Utmost care was taken by the investigator for collecting data and scoring of the test paper. The achievement test score was collected from the school regards. Two consecutive test scores secured by the students were gathered for finalising the achievement score of the students.

2.5 Statistical Techniques Used

The data collected from the sample were analysed by using appropriate statistical techniques. The t-test and 'F' test were calculated to find out the difference between the means of different groups considered for this study. To find out the relationship between the achievement and emotional intelligence considered for the study, the investigator applied correlation statistics.

FINDINGS OF THE STUDY

The collected data were statistically analyzed to realize the objectives of the study. In that process the following findings have been arrived.

1. Among the 1000 higher secondary students selected for this study 60 (6%) are found to be above average, 895 (89.5%) are average, and 45 (4.5%), below average in emotional intelligence quotient.
2. Female students have more emotional intelligence than the male students.
3. Students studying in matriculation institutions have higher level of emotional intelligence than the students of Government and Aided institutions.
4. Students studying in institutions situated at rural areas have higher level of emotional intelligence than the students of urban based institutions.
5. Students studying in science group have higher level of emotional intelligence than the arts group students.
6. The Academic achievement scores of the students differ with regard to their emotional intelligence categories.

The level of academic achievement is found to be highest among the students who possess high emotional intelligence than the students who have medium level of emotional intelligence.

7. There is strong positive relationship between academic achievement and emotional intelligence of students.

SUGGESTIONS AND RECOMMENDATIONS

The suggestions and recommendations of the study are as follows:

- The head of the Organization/Institution as well as the individuals can be given the exposure about the importance of emotional intelligence quotient.
- It is strongly recommended that every higher secondary
- School should have guidance and counseling cell run by qualified and trained counselors.
- The programs of psychological training, yoga and meditation should be given to students to enrich their EIQ.
- The curriculum should be reorganized as to develop the emotional competence of the students.
- Websites, Journals, Text book, Audio visual programmes on the concept of Emotional Intelligence can be provided to all the schools..

CONCLUSION

The present study reveals that the emotional intelligence of students are very important and it was found that there exists positive and significant relationship between emotional intelligent and academic achievement of the students. The students to excel in academics they should be provided emotional security at home as well as at the school so that they can develop emotional intelligence.

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